

## Academy Park High School Learning Walks

### Instructional Framework – Independent Activity

Look For the following components of the “opening activity” portion of the lesson:

Students are working: \_\_\_Independently, \_\_\_with a partner, \_\_\_in a small group

	Evident	Not Evident
1. Takes place the first 10 minutes of the lesson.	_____	_____
2. The objective of the lesson is known and is visible.	_____	_____
3. The purpose of the independent activity is to motivate students for learning, to activate prior knowledge about what is being taught that day, to build background knowledge about the topic and make a connection to an experience.	_____	_____
4. The students and teacher share out in a quick and effective manner.	_____	_____
5. The students are interacting with each other as well as with the teacher.	_____	_____
6. Teacher is utilizing a research based before learning activity in the opening activity.	_____	_____

\_\_\_ABC brainstorm

\_\_\_Anticipation guide

\_\_\_KWL – the K & W only

\_\_\_Journal writing

\_\_\_Knowledge rating

\_\_\_Sorting

\_\_\_Group or partner brainstorm

\_\_\_Graphic Organizers, T chart

\_\_\_Collins Writing: Type 1 or Type 2

\_\_\_vocabulary strategies

\_\_\_Please do now

\_\_\_Think / Pair / Share

\_\_\_Word wall/word splash

\_\_\_3-2-1

Revised: 3/19/10 spm

## Academy Park High School Learning Walks

### Instructional Framework – Whole group instruction – 20 minutes

Look For the following components of the “whole group instruction” portion of the lesson:

Students are working: \_\_\_whole group, \_\_\_small group

	Evident	Not Evident
7. Takes place after the independent activity.	_____	_____
8. There is a seamless transition from the independent activity to the whole group lesson.	_____	_____
9. The objective of the lesson is known and is visible.	_____	_____
10. The content being taught is at grade level.	_____	_____
11. The whole group lesson is where the content of the lesson is taught. This may be a mini lesson or a guided lecture format.		
12. There is evidence of direct explicit instruction.	_____	_____
13. The students and teacher interact with each other about the content being taught.	_____	_____
14. The students are actively engaged in learning.	_____	_____
15. The “ <i>During Learning Strategies</i> ” are being used for deeper understanding of the content being taught.	_____	_____

\_\_\_Journal writing

\_\_\_Discussion/collaboration strategies

\_\_\_Marking up the Text

\_\_\_Think Aloud

\_\_\_KWL – the K & W only

\_\_\_Scaffolding

\_\_\_Modeling

\_\_\_RAFT

\_\_\_Metacognitive strategies

\_\_\_Graphic Organizers

\_\_\_Chunking

\_\_\_Vocabulary strategies

\_\_\_Predictions

\_\_\_Think / Pair / Share

\_\_\_QAR/questioning

\_\_\_3 minute pause

\_\_\_Double column notes/Cornell notes

\_\_\_Visualization

\_\_\_Word Walls

\_\_\_3-2-1

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## Academy Park High School Learning Walks

### Instructional Framework – Small group instruction – 20 minutes

Look For the following components of the “small group instruction” portion of the lesson:

Students are working in groups: \_\_\_\_homogenous \_\_\_\_heterogeneous

	Evident	Not Evident
16. Takes place after the whole group lesson.	_____	_____
17. The objective of the lesson is known and is visible.	_____	_____
18. The small group lesson <b>provides additional instruction at the students’ instructional level.</b>	_____	_____
19. The activity is directly related to the content learned in the whole group lesson.	_____	_____
20. Students are engaged in learning, using strategies for deeper understanding of the content being taught.	_____	_____
21. The students are interacting with each other as well as with the teacher.	_____	_____
22. Teacher provides small group instruction daily, prioritizing instruction for those students who need more.	_____	_____
23. Inclusion teachers can push in to teach their students at this time.	_____	_____
24. The “ <b><i>During Learning Strategies</i></b> ” are being used for deeper understanding of the content being taught.	_____	_____

\_\_\_\_ Jigsaw

\_\_\_\_ The final word

\_\_\_\_ Marking up the text

\_\_\_\_ Think aloud

\_\_\_\_ KWL

\_\_\_\_ Partner reading

\_\_\_\_ 25 word summary

\_\_\_\_ Student roles for group work

\_\_\_\_ Metacognitive journals

\_\_\_\_ Graphic organizers

\_\_\_\_ Literature circles

\_\_\_\_ Vocabulary strategies

\_\_\_\_ Predictions

\_\_\_\_ Think / Pair / Share

\_\_\_\_ QAR/questioning

\_\_\_\_ use of extended texts

\_\_\_\_ Double column/Cornell notes

Revised 3/19/10 spm

## Academy Park High School Learning Walks

### Instructional Framework – Independent Closing Activity - 10 Minutes

Look For the following components of the “closing activity” portion of the lesson:

Students are working: \_\_\_ independently \_\_\_ with a partner \_\_\_ in small groups

	Evident	Not Evident
25. Takes place in the last 10 minutes of the lesson.	_____	_____
26. The objective of the lesson is known and is visible.	_____	_____
27. There is evidence that this portion of the lesson is an <b><i>after learning activity</i></b> ; the focus is on clarifying what was learned and summarizing the lesson.	_____	_____
28. The students and teacher share out in a quick and effective manner.	_____	_____
29. The teacher is using one or more research based <b><i>after learning strategy</i></b> .	_____	_____
___ABC brainstorm		___KWL – the L only
___Type I writing		___Metacognitive journals
___Type 2 writing		___Graphic organizers
___3.2.1		___Vocabulary activity
___25 word summary		___Think / Pair / Share
___evaluate predictions made		___Extended reading and learning activities
___Do now		___Word wall
___Sorting activities		___Ticket out/exit slip
___Random reporter		